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ABSTRACT

These programs represent a culmination of efforts made in the last two years by the staff of the Counseling and Psychological Services in attempting to develop a series of career counseling "packages" designed to meet student needs. The programs were based on a theoretical rationale suggesting six classes of factors that influence the career choice process (i.e., change, past experience, personal characteristics, interest, aptitude, values and the world of work). Five decision-making steps in career planning were also stated: identifying the problem, gathering occupational information, exploring vocational alternatives, selecting, implementing and evaluating a choice. Given these factors and stages, the counselors developed multimedia and counseling modules (e.g., vocational testing and interpretation, life planning exercises, value identification, information-seeking behaviors) that were adapted to specialized client populations. Variants of these modules were presented to several thousand incoming freshmen, marathon groups, a career class and minority students. Research instruments to assess program effectiveness included measures of information of the world of work, vocational maturity, movement towards a career choice and information-seeking behaviors. In general, the results suggested client development in all criteria areas. (Author)

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Counseling Center
2120 Annex

From: James P. Pappas

To: Professional Colleagues

These papers were presented as a career development symposium at the American Psychological Association in Honolulu, Hawaii, 1972. The programs are a culmination of efforts made in the last two years by the staff of the Counseling and Psychological Services (CPS) at the University of Utah. The following represents an abstract of the symposium.

Initial movement towards establishing a series of career counseling "packages" occurred as a result of campus survey research concerning student needs conducted by members of the CPS staff. The consistent finding of this research in icated that the primary perceived need of students was for effective and extensive career counseling. As a result, the staff of CPS made their first priority the increased development of such services.

In reviewing the research and theoretical literature in vocational psychology and counseling, it was found that there are a variety of elements in the career decision-making process that interact in the development of an occupational choice. Each individual employs a unique combination of these elements in the interaction that he experiences in his career development. In summarizing the literature, the staff identified six factors that they saw as primarily involved with the career choice process. They felt that any career counseling program must include some attempt at developing an awareness on the part of the counselee related to these factors and helping him develop additional information and integration of these factors into this process.

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The six factors were as follows:

Chance - any situation, event or biological circumstance that happens to the individual over which he has no control. An example may be a family business available for the individual's career use.

Past Experience - a singular experience or accumulation of background experiences that provide the individual with information, talents, strengths or resources that effect his career choice. An example may be a history of family travel that influences his information about the world.

Interest - an internal set or disposition towards an object or event; usually, it is directional, either positive or negative. An example here may be an individual's liking to work with people but not enjoying outdoor labor.

Aptitudes - a personal trait which facilitates the person's ability to perform or learn to perform a task. An example may be a person's mechanical reasoning ability.

Values - a person's attitudes concerning the ethical and cultural responses he makes to his life. For example, an individual may feel that it is very important to gain prestige and status.

These first five factors represent characteristics of the individual. The sixth relates to external factors and is described as follows:

World of Work - information regarding supply and demand, job characteristics, economic and sociological factors, or labor market analyses related to making an occupational choice. An example of this type of information would be the number of job opportunities for students with teaching interests.

These factors then represent the elements that the staff felt were significant inputs into the career choice process. They further examined decision theory to identify process steps a person would undertake in effective career planning. These were:

(1) Identify the problem - during this step, the person identifies the the goal he wishes to work towards (e.g., further self-exploration as to why a decision cannot be made, seeking more information about a career).

(2) Gathering appropriate information - the individual develops strategies for finding and evaluating reliable internal and external sources of information.

(3) Exploring the alternatives - the person develops two or three alternatives related to the occupational choice he wishes to make. He explores these alternatives, gathering additional information if necessary and analyzing their appropriateness, as to strengths and weaknesses related to his life situation.

(4) Selecting and implementing a choice - the individual synthesizes the personal and external information he has developed and makes a choice concerning an action that will lead him towards an occupation.

(5) Evaluating the decision - this final step occurs after the client has initiated action steps towards his occupational decision. It is an evaluation of the effectiveness of his choice. He has hopefully established prior criterion for what he perceives will be successful and now matches his current experiences with these criterion to evaluate the results. Should his decision no longer be congruent with his current goals, he may wish to re-enter the process at some prior stage.

Given these six factors and five process stages, the CPS staff designed counseling components that could be modified and organized in different fashions

depending on the time available for counseling, characteristics of the counselees and setting available. The components that were involved to take a client through the process steps and deal with the various factors included: (a) a brief discussion, using multi-media, to describe the career development rationale and the structure of the counseling programs; (b) creation of an expressed interest inventory where counselees could rate their interest in seven areas (e.g., business, engineering, fine arts) or the use of standardized vocational interest inventories (e.g., SVIB, Kuder DD); (c) the use of standardized aptitude or scholastic ability test results and their interpretation; (d) the use of the Shepherd Life Planning Exercise (i.e., client places himself on a life development continum and also deals with the various roles he plays in life such as father, student, provider, etc.); (e) a value section that asks the counselee to identify values important to him (e.g., responsibility, helping others, family, prestige and recognition, honest) and also makes a decision for a hypothetical case client that leads into a discussion about the values that went into a decision; (f) information-seeking behaviors (e.g., talking to a professor, working as a retail clerk) with behavioral contracting potentially available and (g) rinally, developing action steps towards making a decision.

To evaluate the effectiveness of the application of these components to various groups, standardized instruments were chosen or developed that could be used across the various situations. The first of these was the Vocational Development Inventory (VDI) developed by Crites to assess vocational maturity. Second, was the Career Activities Survey (CAS), a 22-item behavioral checklist to assess client information-seeking activities. Third, was the Career Assessment Form (CAF), an instrument developed by Goodson, that requested a person

to rank himself on a scale from 1 to 5, decided to undecided, in relation to his choice of college major or occupation. Two additional instruments that were available for use included the Career Information Survey (CIS), a 25-item objective test designed to sample knowledge about career information at the University of Utah, and a satisfaction rating scale consisting of a series of likert-type items that ask clients to rate the effectiveness or satisfaction they achieved in the career planning program.

Three groups of students were chosen to participate in career planning programs, with the various components altered to meet their needs. The first group included 1,700 entering freshmen who participated in a two and one-half hour career planning workshop during the summer of 1971. This workshop utilized almost all the components of the system but did not have the opportunity for actual involvement in information-seeking behaviors. There were significant pre-post differences on the CIS and CAF and satisfaction ratings. This suggested that the students had greater information as a result of participating in the workshop, had moved towards deciding about a career choice and were relatively satisfied with the experience. For example, almost ninety percent of the participants rated the workshop as moderate to very helpful. There were no pre-post differences for this group on the VDI, suggesting little movement towards career maturity. It may have been unrealistic to expect any significant growth to occur in a two and one-half hour period.

The second adaption of the program components was in developing a marathon format. Groups of ten students went through three 3-hour sessions conducted over a ten-day period. This format was developed because many counselees expressed the need to complete the procedure in a relatively short period of time and also because the counselors felt there should be some increased time for information-seeking. The evaluation instruments used were the CAF, VDI and

CAS. Examination of the pre-post measures indicated significant differences for the group on the CAF and CAS, suggesting movement towards making a college major choice and significant involvement in information-seeking behavior. Thus, the marathon format, with an intervening period of several days, allowed students to seek occupational information in a way not available in the shorter workshop. As in the previous group, however, there were no changes on the VDI suggesting that career maturity as measured by that instrument did not increase as a result of this experience.

Finally, adaption of the components was a career development seminar, a quarter-long experience for which students received general education credit. Forty-nine students participated in five seminars. Several components were expanded: the self-exploration aspects and the information-seeking behavior. In this latter area, students had potentially five to six week to engage in significant information-seeking activities; behavioral contracts were drawn up between the participants and instructors to define and facilitate these activities. In addition to researching occupational literature and interviewing people in an occupation of interest, the students contracted to participate in employment in an interest area, perform volunteer services, observe people working in a field and visit prospective employers. Further, "papers" were written describing and integrating these experiences. Again, the VDI, CAS and CAF were used. For this group, all three instruments showed significant pre-post differences. Students clearly made some movement towards deciding on a college major or occupational choice and were significantly involved in information-seeking activities. As a result of this longer experience, the VDI did show movement towards greater vocational maturity.

For the professional reader who wishes to experience a simulation of the workshop, we have included materials in the appendix which were used during

the workshop portion of the symposium presented at the American Psychological Association meetings. Working through these materials may facilitate an understanding of the experimental aspects of the career counseling "package".

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CAREER DEVELOPMENT SYMPOSIUM

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Addie Fuhriman
Ted Packard
Peter Warshaw
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Clarke G. Carney

Abstract:
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A THEORETICAL RATIONALE FOR ELEMENTS OF DEVELOPMENTAL CAREER COUNSELING

Addie Fuhriman

University of Utah

(Paper presented at the 1972 American Psychological Association)

A THEORETICAL RATIONALE FOR ELEMENTS OF DEVELOPMENTAL CAREER COUNSELING

Addie Fuhriman
University of Utah

There is much agreement that vocational choice is a systematic response to a decision rather than a chance behavior. The research indicates that involved in a career decision are a series of social and behavioral events that interact. An individual continually excludes and includes information during that interaction until he makes a career decision culminating around early adulthood. A review of the vocational psychology literature over a span of time begins with the observational era of Parsons, Strong and Hull, through an empirical emphasis emerging from the Minnesota point of view and the beginning of the U.S. Employment Service, to a theoretical era formed by Ginzberg; and, finally, arrives today at an experimental period (Crites, 1969). The study of vocational choice had its beginnings in the matching of men with jobs, or a differential focus, followed by a new psychodynamic view and finally a merger of the two vocational viewpoints.

The theoretical basis for the modifiable element approach comes out of the vocational development merger. That is, it is based both on differential and psychodynamic points of view and the assumption that an individual's vocational choice develops as he grows older. In addition to the theoretical basis, the modifiable element approach relies upon decision-making theory as a significant aspect of vocational choice. Depending on this theoretical base implies that the ideas in the modifiable element approach are not new or too dissimilar from past approaches. Based on development and decision-making theory, the uniqueness is in taking the different elements and combining them to respond to a varied clientele. The combination or interaction of the elements is dependent upon the individual client. In essence, then, the modifiable element approach is not presented for the purpose of selling a program, but rather to look at the components and the theoretical basis on

which they stand and use a unique combination of components (both kind and intensity) depending on client problem and population.

The point of view that is represented in this modifiable element approach to developmental career counseling focuses on two areas: One, the developmental focus of the career choice and the factors that combine to insure a successful developmental career; and, two, the decision-making aspect and the sequential steps necessary in order to make an effective decision.

Developmental Factors

Life is a series of developmental stages that superimpose and/or interact with one another. Throughout each stage there are a series of tasks required of the individual in order for him to accomplish or to work through that developmental stage in his life. One of the tasks of young adulthood is to select a career or formulate career plans. As with life, career development is also seen as a continuous process (Ginzberg, 1951) such that throughout a person's life it is important for him to develop and grow in career planning. Successful career development and decision choices are dependent upon a unique combination of specified factors. Awareness of and knowledge about the individual factors and their subsequent interaction enhances an individual's career development.

In order for a person to change, grow, and develop, that change needs to be done in an orderly or patterned fashion. Change is more effective when it is interrelated or integrated to the total growth leading toward predetermined objectives. In addition, change needs to proceed in a sequence based upon established principles of a given individual. These same dimensions of change or criteria of change also apply to the career development factors and their interaction.

Factors in career development respond to a variety of dimensions (Crites, 1969) of the choice process. For example, the factors focus on gaining occupational information, understanding one's relationship to

Interests---the rationale for the inclusion of interests in the six factors is its positive relationship to vocational choice, either as interests are expressed or inventoried. An interest is a set or disposition toward an object; usually it is directional either positive or negative. For example, an individual may like to work outside, or with people, or he may like to involve himself with aesthetic experiences.

Aptitudes---the purpose for including these is that once again, there is a definite, positive relationship between aptitudes and a person's vocational choice. Any factor which facilitates the learning of a task--either generally or specifically is an aptitude. Examples of aptitudes are one's scholastic ability, ability to generate ideas, or work with his hands.

Personal Characteristics and Values---the rationale for the inclusion of these as one of the significant six factors in career development is that they represent the cultural or sociological theory that is included in a person's total response to life. They also help to identify the goals and objectives an individual learns to value. Personal characteristics and values are a unique pattern of traits that tend to identify or discriminate one person from another. Examples may be an individual's value of helping others, being secure, gaining prestige or obtaining an education.

These first five factors are generally an internal frame of reference. They lead toward an understanding of the individual--of his self. To some extent, chance and

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These first five factors are generally an interna' frame of reference. They lead toward an understanding of the individual--of his self. To some extent, chance and

past experiences may be externally related as at times these may refer to family situations or to circumstances that are external to the individual.

World of Work---this sixth factor focuses on collecting information from the external world of the individual. The rationale for inclusion as one of the factors is that it is reality based, provides information regarding the supply and demand for particular occupations and/or skills required. Any information regarding supply and demand, job characteristics, occupational planning, or educational planning that centers outside the individual is world of work information. Examples would be knowledge about the potential salary of an occupation, courses leading to a specified major, or job availability.

One of the assumptions underlying the awareness of the six factors toward successful career development, is that as life experience increases, individuals acquire more complete and accurate information regarding these six factors. This acquisition of knowledge moves one toward more realistic career choices that are based upon a rich, continuous career development process.

Decision-Making Steps

A consideration in career choice and career development is an individual's ability to make decisions. The point of view in the modifiable element approach is that a combination of both the developmental aspects of a career choice through the six factors and one's ability to make a decision become important. Individuals make decisions in a variety of ways--some make them cautiously, hesitating any time they are approached

with a decision. Others make decisions by chance--whatever is taking place determines what the decision is, or "the world happens to them" attitude. Other individuals make decisions by postponement and often find themselves with a decision that is finally made for them because of the lack of alternatives. In contrast to these methods is a systematic approach to decision-making.

As with making a vocational choice, there are a number of dimensions to decision-making. Important dimensions in the decision-making process are dynamic as opposed to static, or active rather than passive. In addition, the decision ought to have such utility that it is applicable and/or useful to the individual (Edwards, 1966). A systematic approach to decision-making insures a more dynamic and utilitarian type of choice, as well as allows more choice or freedom for the individual. A systematic approach can provide a renewal or generative quality in that the decision-making steps or the decision-making procedure provides for continual growth or a continual decision-making process. Interacting with the developmental aspect of career choice, systematic decision-making increases the likelihood of the individual's decision-making and career development maintaining a continuous process.

The systematic decision-making approach used in this point of view identifies five steps (Carney, et al., 1970).

Step One: Identify the Problem---the rationale for this step being included in a systematic approach is that proper identification of the problem presents a clear purpose in the mind of the individual, allows for a more definite goal, and helps one to understand the individual's readiness for a career choice or decision. In addition, problem identification brings a clear choice into a cognitive, rational approach thus dealing in some aspect with the approach-avoidance of the career choice.

During this step, the counselor identifies if the individual is lacking in decision-making skills, in information regarding a career, a combination of these two, or if he is reluctant to implement a choice he has already made, thus, narrowing or making more specific the individual's purpose.

Step two: Gather Appropriate Information---the purpose of this step is to provide an information base for a future choice in order for an individual to have a multiple selection from which to choose. During this step the individual finds and evaluates reliable internal and external sources of information.

Step three: Explore the Alternatives---the rationale for this step is that it creates a narrowing process whereby a person can begin to bring together information in a way that leads him toward a decision. It also allows a person to make a closer connection between the means-end awareness that is one dimension of vocational choice. In exploring alternatives the individual selects two or three plausible alternatives and determines the strengths and weaknesses (both short and long range) of each one.

Step four: Select and Implement Choice---the purpose of this step is for the individual to synthesize his material, begin to create an independence around the vocational choice issue, and relate his alternatives to his own value system. It also is a means of making the decision-making more active rather than passive as he begins to act on his values in

making his selections. In this step the person considers the strengths and weaknesses of the alternatives and selects the best choice. He also identifies action steps that will set the choice into operation or will implement the decision.

Step five: Evaluate the Decision---the purpose of this step is to provide an a priori means of determining satisfaction and success in a given career choice or career decision. Another purpose is to provide the renewal or generative quality of the decision-making or systematic approach: if the assessment determines the choice is successful, the individual moves into adjustment within a career; if the evaluation is such that the career choice or decision does not meet the criterion of success then the individual goes back to one of the first four steps of the decision-making process (gathering more information, exploring additional alternatives, or implementing a different choice). In evaluating the decision, the individual checks to see if after a period of time, the criterion has been met for success. He also needs to decide if the action steps of implementation have taken place.

Client Variables

As mentioned earlier, the purpose of the modifiable element approach is to present components that when they interact properly lead to an individual's more successful career development. These components are dependent upon the way they are mixed and matched. For example, a number of client variables that would be important to

consider in the use of the components would be the population: culturally different, education level, age, etc. Where a person is individually may indicate a need for a greater emphasis in any one of the six career development factors. Another client variable is his ability, expertise or background in decision-making. A third variable to consider is the format of presentation--would it be more effective for the client to experience the vocational choice process in a group, seminar or individually? The combination of the developmental factors and the decision-making steps gets its potency not only from the content and process of these two areas but from their interaction and the format in which they are presented.

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A CAREER EXPLORATION WORKSHOP FOR ENTERING FRESHMEN

Ted Packard
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Introduction

Early in 1971, staff members of the Counseling Center at the University of Utah began designing a brief, self-contained career exploration workshop to be presented to entering new students during orientation activities scheduled to be held during the summer of 1971 (Finley et al., 1971). The workshop was one of several programs developed as part of an expanding career development emphasis in the Counseling Center at the University of Utah. The need for such expansion had been established during the prior two years through survey research concerning student needs and problems conducted by members of the Counseling Center staff (Heaps et al., 1970; Fuhriman and Pappas, 1969) and by an independent research team commissioned to survey student needs at the request of the University administration (Magid, 1969). A consistent finding was that educational career planning and decision-making was the most frequently checked concern in all student groups sampled. The need for further development of various career development programs was attested by the additional finding that students perceived the University as providing only minimal assistance in the area of educational and career planning. In brief, the majority of students seemed either unaware or unimpressed with the academic advisement and the vocational counseling services available at the institution.

The Career Exploration Workshops described in this paper were developed in response to the surveyed needs of students described above. The basic purpose of the workshops was to stimulate students in exploring

factors related to their own successful career development. Selection of a college major and/or occupational goal was not a desired outcome. Concepts associated with successful career development were discussed, relevant personal qualities and factors were initially explored, and important sources of information and other external resources were introduced.

General Description of Workshop Format

Workshops were conducted during an eight week period in the summer of 1971. The median number of participants at each session was approximately 40, and almost 1,700 entering students experienced the workshop by the end of the orientation period. Workshops were scheduled as an integral part of a day-long orientation and registration program and were not presented as an optional activity. This partially accounted for the large proportion of entering students who participated.

During the two and one-half hour sessions, brief lecture-discussions were led by a Counseling Center staff member, overhead projector transparencies were used extensively, a variety of exercises including some guided fantasies were introduced, and an information manual about the University and related career fields was presented.

During the summer of 1972 workshops were again held for entering students with several significant revisions (Finley et al., 1972). First, the workshops were publicized as optional rather than required, and this reduced the average daily attendance to approximately 18 students. Logistics partially necessitated this; however, staff members responsible for the workshops felt that participant motivation and commitment would be enhanced by such a voluntary program and that a more meaningful

experience could be had in a smaller group. The time allowed for each workshop was reduced to one and one-half hours, and the smaller group facilitated covering the same basic content as had been presented during the two and one-half hour workshops of the prior summer. Other changes included the addition of exercises designed to stimulate participants to more closely examine the relationship between personal values and educational-career goals, and the "action steps" concluding section was revised. The section dealing with ACT scores and the prediction of academic success was simplified, and two guided fantasy exercises that had asked participants to project themselves ten years into the future were dropped. The revisions were based primarily on participant evaluations of the prior summer's workshops.

Overview of 1972 Workshop

The workshop begins with a brief welcome and an opportunity for participants to introduce themselves. The purposes of the workshop and the activities to be engaged in are then quickly summarized by the group leader using the transparency you see projected on the screen.

Transp. 1

A. Workshop Purposes:

1. To become aware of concepts of career development and career decision making.

2. To motivate thinking about interest, aptitudes, and personal values and how they influence decisions.

3. To become aware of career development resources on the campus.

4. To become aware of behaviors and activities that will facilitate successful career development.

B. Workshop Activities:

1. Presentation of a point of view.

2. Examination of interests and aptitudes.

3. Examination of personal values.

4. Exploration of information and resources pertaining to the world of work and related educational programs.

5. Examination of personal action steps.

A brief illustrated lecture then ensues during which key concepts from developmental psychology are presented as simply as possible using

Transp. 2

illustrative transparencies: (1) life is a series of developmental stages; (2) each stage is characterized by a number of developmental tasks more highly related to that stage than to any others; (3) the stages overlap and interact in such a manner as to mutually influence each other; (4) the typical developmental tasks associated with the young adult stage include the choosing of a life mate, the refinement of one's personal identity, working through changing family roles, and the formulation and initial implementation of career plans; (5) the career development task is one defined by our society as necessary to achieve maturity and implement oneself into our socio-economic structure; and (6) career development is a continuous life long process but one that is heavily emphasized during adolescence and early adulthood.

Transp. 3

Important factors that influence the career development pattern are then introduced in the accompanying transparency (i.e., life experiences, change, personal values, interests, aptitudes and abilities, and the world of work). Two related considerations are briefly discussed including the concept that an individual's strengths can often compensate for limitations across the various factors, and that the factors can be assessed through a variety of procedures including standardized tests and inventories, analyses of past performance, self-exploration, etc.

Transp. 4

At this point the concepts of compromise and change are introduced as fundamental processes that underlie the career development process

for almost all individuals. Hopefully as life experience increases the individual acquires more acurate and complete information about himself and his external world, and his career planning and decision-making become more realistic.

After 10 to 15 minutes have been spent introducing the concepts in the point-of-view section, the discussion turns to two of the factors just identified: namely, interests and aptitudes and their relationship to career development. Approximately 25 minutes are spent with this portion of the workshop. Brief mention is made of the research data supporting a relationship between an individual's interests and career decision-making, and participants then spend a few moments completing an expressed interest inventory which allows them to begin relating their own specific interests to activities, academic areas, and related career fields. The expressed interest inventory has the dubious distinction of possessing high face validity and little else, although some comfort is derived from the research which generally supports the strong relationship between expressed and measured interests. The expressed interest inventory contains seven scales each of which represents a major academic area available at the University of Utah (i.e., business, engineering, fine arts, etc.). Representative activities for each area are specified, related academic programs are identified, and subsequent career areas are listed. Participants simply rate themselves on each scale as to whether they feel their interest in that general area is low, medium, or high. The interest inventory is then set aside for a time, and the general factor of ability is introduced.

Transp. 6

Since workshop participants are entering into an educational experience, specific focus is on scholastic aptitude as defined and

predicted from ACT scores and high school grade-point-average. The meaning of ACT scores is briefly discussed with emphasis on the importance of normative comparisons rather than the test scores alone. The predictive use of ACT scores, along with high school grades, is discussed along with a brief explanation of the distinction between measurable and nonmeasurable factors. An analogy is used in indicating that ACT, and similar measures, is in fact a psychological yardstick that informs the individual how "short" or "tall" he or she is in comparison to a reference group. Enough time is taken for questions, answers, and discussion so as to clarify the meaning of such predictive indexes and to help participants reject such invalid but frequent questions as "Did I pass or fail?".

Trans. 8

Trans. 9

Trans. 12

Participants are then asked to turn in their manual to the section containing ACT norms for entering freshmen at the University of Utah. There are separate tables for seven basic academic areas at the University plus an undecided group, and the total range of options available to entering freshmen is represented. The expressed interest inventory previously mentioned produces an interest rating in the same basic seven academic areas, and at the conclusion of this exercise students are asked to relate their interest ratings to their scholastic performance predictions and to analyze the resulting patterns. At this point in the workshop the Counseling and Psychological Services agency is mentioned as a possible resource if students wish to further pursue questions concerning the meaning and relevance of their interest and ability patterns.

The next 20 minutes of the workshop are spent in an attempt to relate personal values to the career development process. It is noted that

individuals make choices, either implicitly or explicitly, that are significantly related to values held and that often decisions are premised on values that are either unexamined or unrecognized by the individual.

Trans. 13

A list of typical values of young adults is presented, and participants are asked to identify other values they hold that may not be on the list. Values projected on the screen include money, independence, education, opinion of others, responsibility, influence, helping others, family, prestige and recognition, honesty, creativity, pleasure, control,

Trans. 14

and security. Participants then read sketches of two hypothetical students faced with the necessity of making career decisions. They are instructed to respond to one of the sketches by deciding on a course of action and then identifying values related to that decision. Some participants are then asked to share their course of action and value analysis with the group. In the ensuing discussion an attempt is made to stimulate participants into considering their own values and possible implications for career planning.

Trans. 15

In the next portion of the workshop the focus changes from an exploration of personal qualities and characteristics to an emphasis on the external world of work and related academic programs. The central section of the participant's manual is emphasized at this point and represents an attempt to provide needed information about available academic programs, related occupational areas, and manpower projections. Detail is sacrificed in order to maximize brevity and usefulness. The

Trans. 15a

brief outlines of academic programs include possible majors, listed by department and college, with cross-referenced general catalog page numbers and also names and campus addresses of academic advisors in each

Trans. 15b

of the major areas represented. A brief statement from the Director of

Placement at the University follows the summary from each major academic area outlining the job market situation as experienced by placement officials during the most recent campus recruiting season. The discussion leader at this point emphasizes the fact that these remarks represent the situation as it currently exists and that things might be quite different in three, four, or five years. Finally, a listing of jobs accepted by recent graduates of the University of Utah according to the college in which they were registered is presented.

Trans. 15c

The final section of the workshop, programmed to last approximately 20 to 25 minutes, emphasizes decision-making and action steps that individuals may choose to take to facilitate their career development process. Participants are asked to consider career-related decisions they have already made as represented in the transparency being projected. Examples of different styles of decision-making are then discussed with the discussion obviously biased in favor of systematic, i.e., "planful," decision-making as opposed to styles emphasizing (1) cautiousness ("I must be sure before I make a move."), (2) postponement ("I can always make a decision later."), (3) passivity ("My parents know best, and besides all my friends are doing it."), and (4) chance ("The world just happens to me!"). At this point, the group leader notes that there are factors and events in an individual's life which can be at least partially controlled and that a systematic and rational approach to decision-making is one way of attempting to increase one's influence over his or her own future.

Trans. 16

Trans. 17

The systematic decision-making model already outlined in Dr. Fuhriman's paper is then presented. The interactive, five-stage model is summarized as follows:

Trans. 18

Phase I, Identification of the Problem - Definition of general goals and identification of factors currently limiting the individual's career development.

Trans. 19

Phase II, Gathering Information - Finding and evaluating reliable sources of information about self and opportunities available in the external world.

Trans. 20

Phase III, Exploring Alternatives - Identifying advantages and disadvantages of an array of possible choices.

Trans. 21

Phase IV, Selecting and Implementing a Current Choice - Ranking alternatives and selecting one to be tentatively tested.

Trans. 22

Phase V, Evaluating the Choice - Examination of tentative choice using criteria with emphasis on the fact that evaluation is a continuous process, spanning a lifetime.

The group leader then notes that this or any other model does not insure a perfect decision; however, the model outlines does provide a systematic way of conceptualizing the decision-making process and attempting to rationally explore factors involved in choosing. In the discussion that ensues an attempt is made to emphasize that a systematic decision-making effort increases the influence the individual has in decisions which affect his or her life and also increases the probability of decisions being judged appropriate using a variety of external criteria.

At this final point in the workshop, participants are asked to make a judgment concerning which of the five phases they see themselves being most concerned with at this point in their lives. They are then referred in their manual to one of five sets of possible action steps they might consider, depending on the decision-making phase in which they consider

themselves to be. For example, the individual who indicates he or she is at the "Examining Alternatives" stage will turn to the page in the participant's manual that you now see on the screen. ther action steps exercises are outlined to correspond with other phases in the decision-making model, and participants are asked to briefly consider what they wish to do in the immediate future in order to facilitate their educational-career decision-making and planning. The workshop concludes with a brief verbal outline of services available at the Counseling and Psychological Services on campus and the completion of a short evaluation form by the participants.

Trans. 22a

Evaluation of Workshops

Contrary to tradition, at least in many service agencies, a systematic attempt was made to evaluate the effects of the workshop experience offered in the summer of 1971. A similar effort is currently taking place on the workshops offered during the summer almost ended. Approximately 1,700 students participated in the Career Exploration Workshops held during the summer of 1971. Using a random sampling procedure, divided between pre- and post-workshop time-periods, samples of responses were drawn on the following variables:

(1) Vocational Development Inventory (Crites, 1969).

(2) Career Information Survey - a 25-item objective test designed to sample knowledge and information specifically presented through the workshop experience and judged to possess content validity by the staff members who developed it.

(3) Career Activities Survey - A 22-item behavior checklist, including one open-ended question asking participants to indicate the

activities they had carried out related to the selection of a college major or career.

(4) Participant Satisfaction Rating Scale - A series of Likert-type, five-step rating scales asking participants to rate the workshop on the dimensions of (a) how helpful it was to them personally, (b) how understandable the materials and presentations were, (c) how personally involved they were in the workshop, and (d) how timely the workshop was for them. In addition, specific sections of the workshop were rated using the same basic rating scale.

Since the data was gathered using a pre-post random sampling design, it was possible to make inferences concerning some of the effects of the workshop on students who participated. The statistical procedure employed was a multivariate analysis of variance with the above dimensions as dependent variables in the several analyses and with a pre-post dimension and a sex dimension as independent variables.

There were no significant pre-post differences on the Vocational Development Inventory. Perhaps it is expecting too much of the VDI (with all due respects to Dr. Crites who will soon respond), given a brief and time-limited experience such as this workshop, to assume that significant differences should be noted. On the Career Activities Survey, a similar finding was noted, i.e., there were no differences between pre- and post-testings, indicating the workshop experience had no immediate effect in increasing participants' career decision-making related behavior. A very significant difference was noted on the Career Information Survey attesting to the efficacy of the workshop experience in helping participants to learn specific information about the University, its academic programs, and related career resources and possibilities.

Participant satisfaction ratings were quite positive, particularly in view of the fact that participants came on a nonvoluntary basis to workshops held in the summer of 1971. For example, almost 90 percent of participants rated the workshop as being moderately to very helpful. Although the data is not yet completely analyzed for the voluntary and smaller group workshops held during this current summer, participant satisfaction ratings seem to be even more positive than the figures for the 1971 workshops.

Trans. 23

An uncalculated but appreciated side effect of the Career Exploration Workshops was a positive response from upper administration and other influencial members of the University community whose cumulative support of student service programs, such as counseling centers and services, often has a way of influencing annual budgetary decisions. The administration seemed pleased with the proceedings, the student satisfaction ratings were generally positive as outlined, there was some evidence to support the assumption that the workshops had some effect on participants, and all of us involved in the development and implementation of the program felt good enough about the experience as to offer little resistance to revising and repeating the program during this current summer. Subsequent evaluation is in process, and hopefully if the program is perpetuated it will be for more substantive reasons than the typical, "Let's do it again because it seemed to work last time" approach.

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A CAREER DEVELOPMENT "MARATHON" WORKSHOP

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Since the principles of group psychotherapy and "NTL-style" sensitivity training were combined into the first marathon in 1963 (Dinges and Weigel, 1971) the concept of spending an extended period of time with a group of people in order to produce change or clarify present conditions has received marked attention.

Traditionally (if a movement so young could presume to have one) marathons have been conducted in order to bring about therapeutic change in participants via an unstructured process of interaction(Stoller, 1967, 1968; Bach, 1966; and Mintz, 1967). This paper will describe an attempt to utilize the time-massed format of marathon groups within the framework of a structured setting designed for a specified purpose, i.e., to help clarify issues and dynamics related to career decisions.

According to several proponents of the marathon concept, massed versus spaced time allows for: a natural learning experience unencumbered by interval breaks (Bach, 1966); reduced time waste through warm-ups at the beginning of each session (Stoller, 1968); less confinement to role expectations (Bach, 1968 as reported in Dinges and Weigel, 1971); and continuity of contact (Aikens, 1971). Furthermore, Dies and Hess (1971) report strong agreement among marathon leaders that group cohesion is substantially greater than in time-spaced groups. Dinges and Weigel (1971) cite a number of studies (e.g., Schultz, 1965, Brownfield, 1965; and Wilkens, 1967) and infer that cohesion may be at least partially due to the effect of isolation from the outside world, as separate from the effects of the marathon group process. Bach (1966) also indicates the belief that the norm of self-exposure is enhanced via a time-massed format.

Additionally, the marathon format has some practical implications for those who would have difficulty meeting over an extended period of time (Dinges and Weigel, 1971).

Given these principles, the staff of the University of Utah Counseling Center attempted to utilize a time-massed format with career decision-making. Here the important element was to gather information specifically about participants' personal characteristics, values, interests, aptitudes, and the world of work (Fuhriman, 1972). Factors such as chance and life experiences were not discussed.

Initially, the workshop was in a two-day format, typically successive Saturdays.

Day #1: (5-6 hours)

1. Life planning exercises - modified from Herbert Sheperd's Life Planning Workshop to integrate more with career choice.

2. A group interpretation of the California Personality Inventory (CPI), previously administered to all group members.

Both the life planning exercises and the CPI were an attempt to explore personal characteristics and values and relate them to career planning.

3. A group interpretation of the Strong Vocational Interest Blank (SVIB), previously administered to group participants. This and the general discussion which followed dealt with relating occupational interests to vocational decision-making.

4. A comparison of participants' American College Testing (ACT) scores with mean scores of freshmen declaring majors in the different colleges at the University. This was an attempt to explore scholastic aptitudes.

5. An introduction to some of the on and off-campus information resources on the world of work including written materials, academic advisors, community contacts, etc. It was expected that participants would spend part of the week between sessions exploring world of work information.

Day #2: (2-4 hours)

Here the concern was with the kinds of information gathering activities participants had experienced during the interim week, an exploration of future activities which would be relevant, and planning tentative action steps to implement decisions already made. The content, as may be expected, was much less structured than the previous session.

Based on anecdotal information from both participants and workshop leaders, there are several strengths to this format. First, the content responds primarily to those at the "Gathering Information" stage of the decision-making model (Fuhriman, 1972). Students at other stages are not served to the same degree. However, since the "Gathering Information" stage may take a student several years to complete, there still is a large segement of the population to whom that element responds.

It has been reported in a number of instances that the extended meeting time does help build group cohesion and commitment. The sharing of concerns helps many students experience relief that they are not the only people feeling anxiety over the decision-making process. They also learn to use others as resources.

Finally, the relatively short time span from beginning to end of the workshop is an advantage for those who wish to assimilate a great deal of information rapidly. This has been a particular concern of many of the alumni who return for assistance and do not have the luxury of an extended period of time.

Modifications

Since its original inception, a number of program modifications have been made. Most striking is a change in time span. From the original two session format, the workshop has gone to three three-hour sessions conducted over a ten-day period, e.g., Monday, Wednesday and the following Wednesday. This decision was based on a number of reasons, not the least of which was counselor convenience. However, anecdotal data from participants also indicated that the first session contained too much information for many to assimilate at one time, and that the shift from semi-structured life planning exercises to highly structured test interpretations constituted a logical transitional change in format. Therefore, the first day now includes the modified life planning exercises; the second, the test interpretation and discussion and the third, decision-making and action steps.

A second modification, based on anecdotal data, was the discontinuation of group interpretation of the CPI which was viewed as overly threatening by a number of participants for the limited time period available. Personality testing is now an individual option for one-to-one consultation with the workshop leader.

Third, there was a growing number of students who would register for the workshop and not attend. In order to elicit additional commitment, a registration fee of $2 was instituted which included scoring cost of the SVIB as well as refreshments. The "no show" rate has since been substantially reduced. Finally, the Career Life Planning Seminar (Stoddard, 1972) was developed from this workshop.

Program Evaluation

The initial treatment group was primarily a procedural development, and a proper evaluation was not initiated. Pre-post measures were taken for

a sample of University of Utah students for the subsequently modified three-day sequence.

This sample could be considered somewhat differing from the University population, as measured by the American College Test (ACT) scores. These differences are summarized in Table 1. Examination of the table suggests that the preliminary group was consistently superior in scholastic aptitude than the overall freshmen class. This data tends to corroborate Packard's (1972) findings that students seeking to involve themselves in these types of workshops typically display greater personal resources.

Table 1

MEANS AND STANDARD DEVIATIONS FOR ACT SUBTEST AND COMPOSITE SCORES FOR 1968 UNIVERSITY OF UTAH FRESHMEN AND WORKSHOP SAMPLE

Sample	English	Math	Social Studies	Natural Science	Composite
1968 U of U freshmen (N = 2412)					
Mean	20.16	21.51	22.10	23.09	21.84
S.D.	4.22	6.59	5.64	5.77	4.55
Workshop sample (N = 18)					
Mean	21.00	22.61	24.46	25.62	23.54
S.D.	3.68	4.51	3.79	2.82	3.12

A portion of the sample (N = 10) was obtained from preliminary data of a larger research study, utilizing this procedure as one of multiple treatments, that has been submitted for presentation elsewhere (Shepherd and Pappas, 1972).

Assessment was by means of pre-post measures (Campbell and Stanley, 1963) of the Career Assessment Form (CAF); Vocational Development Inventory

(VDI); and the Career Activities Survey (CAS). The CAF is a choice-decidedness index (Stoddard, 1972) which approximates the S's position on the decision-making model (Fuhriman, 1972) for both college major and occupation. The VDI attempts to measure vocational maturity via a fifty-item, true-false format (Stoddard, 1972). The CAS is a behavioral checklist on which students indicate specific information-seeking activities they have completed (Stoddard, 1972).

Tables 2 and 3 summarize the results of the pre-post measures. Correlated t-scores were obtained for the CAF and the VDI. Because of the ordinal nature of the data generated by the CAF, the Wilcoxon matched-pairs signed-ranks test (Siegel, 1956) was administered for both the occupational and college major scales.

Examination of these tables indicate that the pre-post measures for the CAF and the CAS were significantly different. There were no significant differences for the VDI.

Table 2

MEANS, STANDARD DEVIATIONS AND t-VALUES OF PRE-POST MEASURES OF THE VDI AND THE CAS

	Pretest		Post test		t-value	p
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
VDI (N = 8)	36.0	2.92	37.4	3.44	.149	>.05
CAS (N =18)	7.3	3.73	9.9	3.78	4.74	<.01

Table 3

T-VALUES FOR CAF (OCCUPATIONAL) AND CAF (COLLEGE MAJOR) USING WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST

CAF	T-VALUE	p
Occupational (N = 18)	0	$< .01$
College Major (N = 18)	3.5	$< .01$

It should be noted that there was no attempt to use a control group as compared with other treatment in this preliminary study. Therefore, it can be inferred that the significant increases in information-seeking behavior (CAS) and decidedness as to college major and occupation (CAF) may be attributable to observational or intervening variables (Stanley & Campbell, 1963) other than the workshop treatment.

Even though the marathon format has been altered, there is much feeling that it, as well as the three-day schedule, has merits in future applications (e.g., Carney, 1972). This type of format may be attempted in settings where individuals desire to explore information about themselves and the world of work and require a short time span. Possible examples might be state employment offices, prisons, armed service programs such as Project Transition, and 4-1-4 college calendars.

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A CAREER DEVELOPMENT GENERAL EDUCATION SEMINAR

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Paper presented at the 1972 American Psychological Convention

A CAREER DEVELOPMENT GENERAL EDUCATION SEMINAR

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Abstract

Implementation of the elements of developmental career counseling within an academic setting is described. The ten-week seminar was evaluated pre and post with the VDI CAS (an information-seeking checklist) and CAF (a choice-decidedness index). Significant differences were found on all three instruments, but results should be interpreted with caution as a control group was not used. Further, it was suggested that the CAS may itself be a treatment and that movement in the direction of less decided on the CAF may also represent growth.

(Paper presented as part of a "Career Development Symposium" at the annual convention of the American Psychological Association, Honolulu, Hawaii, September, 1972)

A CAREER DEVELOPMENT GENERAL EDUCATION SEMINAR

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The traditional approach to career counseling involved individual interpretation of standardized vocational interest profiles. Recent developments have provided alternatives to this procedure as exemplified by the workshop previously discussed by Warshaw (1972). This paper describes the objective impact of career counseling via a quarter-long quasi-classroom experience. Limited to ten students, each seminar was supervised by a staff member of the University Counseling and Psychological Services and by a graduate student in counseling psychology. The forty-nine Ss who participated in the seminars consisted of thirty-eight male and eleven female University of Utah students ranging in age from eighteen to twenty-six (mean of 20.5). Thirty-seven were freshmen or sophomores while twelve were juniors or seniors. Their mean American College Test (ACT) composite score of 21.68 compared closely to the average of 22.02 for University freshmen. They were assessed before and after the seminar with the Attitude Scale of the Vocational Development Inventory (VDI), the Career Activities Survey (CAS), and the Career Assessment Form.

The seminar was designed* to provide an option to individual counseling and workshops. Objectives were similar to those of O'Hara (1968) and Cooley (1969) in that the course represented a formal presentation of

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* by Edwin R. Christensen, Harrold Mallory, Kathleen B. Stoddard and Peter Warshaw, staff members of the University of Utah Counseling and Psychological Services.

elements of developmental career counseling. Seminar objectives were:

(1) for students to be aware that career development is a life-long process involving consideration of all facets of personality environmental constraints not just interests and aptitudes (Ivey and Morrill, 1968).

(2) to assist students in exploring the elements of career development as previously discussed by Fuhriman (1972).

(3) through the life planning exercises, to help students explore a variety of ways in which they could influence their futures.

(4) to provide experiences in decision-making and goal-setting through the use of negotiated behavioral contracts (Krumboltz and Thoresen, 1969).

(5) to legitimize personal development as an educational goal through the availability of this experience as an academic course.

Description of the Seminar

Figure 1 presents the time sequencing as follows:

- -

Insert Figure 1 here

- -

Initial activities, during weeks 1 - 4, involved a group discussion of personal experiences, characteristics and values. Scholastic aptitude of each student as determined through American College Test (ACT) scores and grades, vocational interests obtained from interpretation of the Strong Vocational Interest Blank (SVIB) and the results of the Kuder Occupational Interest Survey (OIS) were reviewed within the group. In individual meetings with one of the instructors, additional personal

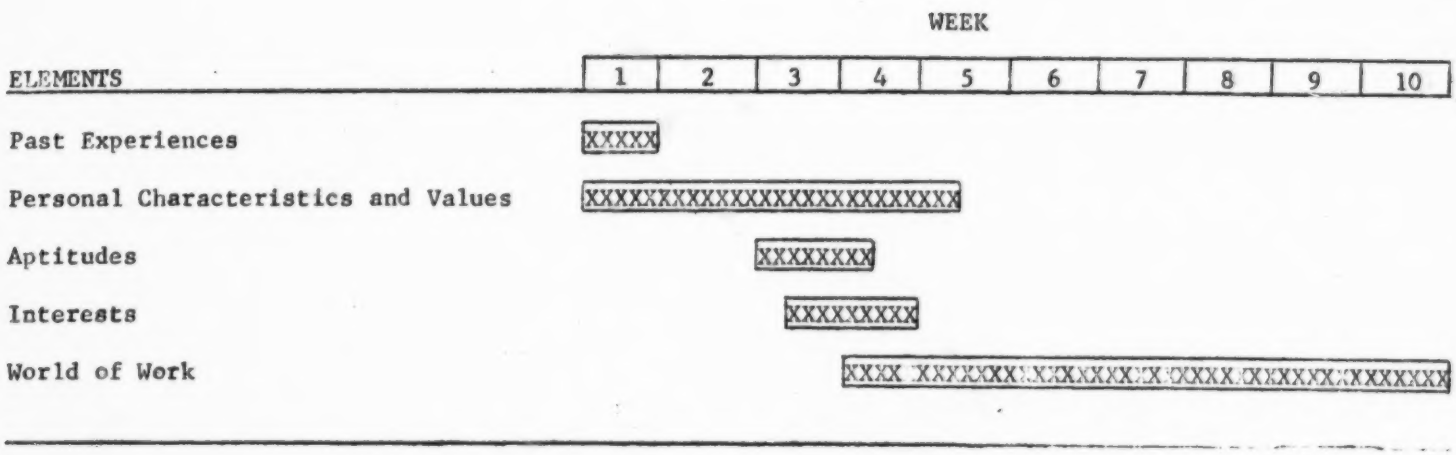

FIGURE 1

TIME-SEQUENCING OF THE ELEMENTS OF DEVELOPMENTAL CAREER COUNSELING AS RELATED TO THE SEMINAR

factors were explored through the Maudsley Personality Inventory (MPI) and the Personal Orientation Inventory (POI). The individual interview also provided an opportunity to make referrals for individual therapy when that was appropriate.

Subsequent sessions, weeks 4 - 5, focused on the integration of data generated from these instruments (SVIB, OIS, MPI and POI) with individual life plans. Within the decision-making model, students assessed their progress in career development and their readiness for further movement. Goal-setting and implementation, weeks 5 - 9, employed the format of a behavioral contract (Appendix A) negotiated primarily between each student and both group leaders with inputs from other members. Table 1 presents the frequencies of the various contracted activities.

TABLE 1

INDIVIDUAL ACTIVITIES FOR CONTRACT COMPLETION
(1971-72 academic year)

Type of Activity	Number of Students* (N = 49)
Researched occupational literature	45
Interviewed people working in occupations of interest	38
Talked with academic advisors	35
Talked with Placement Center Personnel	18
Visited prospective employers	15
Requested further testing for self-evaluation	9
Went to Utah Employment Security Office	8
Participated in learning skills counseling	5
Obtained employment in interest area	4
Performed volunteer services	3
Miscellaneous (e.g., researched military alternatives, observed people working in field of interest)	14

* Students participated in multiple activities

A group decision was made regarding the frequency and format of meetings for the following three weeks. During this period, students who met shared contract activity experiences. Some contracts were re-negotiated. The final class session involved individual disclosure to one another of their efforts to complete their contracts, evaluation of their individual progress in decision-making, and definition of their future goals. Each student turned in a report (e.g., written, tape, demonstration, chart) based on these experiences.

Course credit was based on completion of the contract and class attendance because of the activity participation format of the seminar. A credit/no-credit grade structure was chosen to minimize the evaluative aspects of the student/teacher relationship.

Assessment Instruments

VDI. The VDI was developed by Crites (1965) to show age differences in response to vocationally oriented inquiries. Response changes are presumed to relate to vocational maturity as it is increased by educational and life experiences.

CAS. The CAS is a behavioral checklist developed by Shepherd and Carney (1971a) based on a study of information-seeking behavior (Krumboltz and Thoresen, 1964). The purpose of the instrument is to assess the number of career-related information-seeking activities in which students have participated.

CAF. The CAF is a choice decidedness index to assess progress in making decisions about college majors and occupations (Goodson, 1970; Shepherd and Carney, 1971b). It requests that a person rank himself on a scale of five from "decided" (scored one) to "undecided" (scored five).

Analysis of Data

Measures of central tendency and variability were computed for each variable. Further analysis consisted of a one-way analysis of variance with repeated measures (Ferguson, 1971) for the pre and post tests of the VDI and the CAS. The Wilcoxon matched-pairs signed-ranks test (Siegal, 1956) was used to evaluate pre and post measures of the CAF because the data was ordinal and had a continuous distribution. This test utilized information about the relative magnitude and the direction of the differences within pairs. The alpha level of .01 was selected.

FINDINGS

The null hypothesis was rejected. As indicated in Table 2, analysis of variance between pre and post measures of the VDI ($F = 23.66$; $p < .01$) and the CAS ($F = 120.40$; $p < .01$) produced significant differences. Examination of the data suggested an increase in vocational maturity as measured by the VDI and greater participation in information-seeking activities as assessed by the CAS.

TABLE 2

ANALYSES OF VARIANCE OF PRE AND POST MEASURES OF THE VDI AND THE CAS

Source	SS	df	MS	F
VDI				
Between-Subjects	1169.58	43		
Within-Subjects	654.50	44		
Treatment	232.37	1	232.37	23.66*
Residual	422.13	43	9.82	
Total	1824.08	87		
CAS				
Between-Subjects	706.49	40		
Within-Subjects	758.00	41		
Treatment	568.98	1	568.98	120.40*
Residual	189.02	40	4.73	
Total	1464.49	81		

* $p < .01$

Table 3 presents the mean pre and post scores on the VDI and the CAS.

TABLE 3

MEANS AND STANDARD DEVIATIONS OF PRE AND POST MEASURES OF THE VDI AND THE CAS

		Pretest		Post test	
		Mean	Standard Deviation	Mean	Standard Deviation
VDI	(N = 44)	34.27	3.98	37.52	4.55
CAS	(N = 41)	5.85	3.14	11.12	3.47

Using the Wilcoxon matched-pairs signed-ranks test on CAF pre and post assessment of college major, the null hypothesis was rejected ($Z \geq 3.79$ or $Z \leq -3.79$; $p < .01$). Examination of the data suggested increased decidedness regarding choice of a college major. Based on a range from one (decided) to five (undecided), the median pre-assessment was 3.06 or "I have tentatively thought about these areas as possible majors." The post-response averaged 1.86, or "I have my major choice narrowed down to two possibilities."

Using the Wilcoxon test on CAF pre and post measurement of occupation, again the null hypothesis was rejected ($Z \geq 2.71$ or $Z \leq -2.71$; $p < .01$). Inspection of the data indicated increased decidedness about occupational choice. Also, based on a range from one to five about decidedness of occupation, the median pre-course response on the CAF was 3.81 or "I have a hazy understanding as to which general occupations I could consider." The post-class response averaged 2.62 or "I have tentatively thought about these possible occupations."

DISCUSSION

These results suggest significant gains for those students participating in the seminar. However, the results must be cautiously interpreted due to the lack of a control or placebo group.

The increase in the number of information-seeking activities as measured by the CAS was anticipated because one of the goals of the seminar was to acquaint students with methods and sources of seeking occupational information. Also, there is some indication that assessment with the CAS may itself be a treatment by suggesting the criteria activities to students (Shepherd, 1972).

The results of the CAF indicated that the majority of the students become more decided after the seminar experience, but some students became less decided. It is hypothesized that movement toward less decided is not necessarily regressive but may represent the impact of additional career information.

SUMMARY

This paper presented an example of the implementation of the elements of developmental career counseling within an academic setting. The ten-week seminar was evaluated pre and post with the VDI, CAS (an information-seeking checklist) and CAF (a choice-decidedness index). Significant differences were found on all three instruments, but results should be interpreted with caution as a control group was not used. Further, it was suggested that the CAS may itself be a treatment and that movement in the direction of less decided on the CAF may also represent growth.

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Career Life Planning Seminar
G.E. 191

I, _____, do hereby agree to complete the activities listed below according to the criteria also listed below. Successful completion will result in my being awarded 2 hours credit for G.E. 191 (Career Life Planning Seminar). Failure to fulfill this contract will result in no credit.

GOAL(s)	ACTIVITY(ies)	CRITERIA
Gather information about: 1. Requirements for medical school entrance a) University of Utah b) other schools 2. Medical school itself 3. Setting up practice 4. Physical therapy a) school requirements b) job activities 5. Medical Service Corps (medicine in the armed service)	<u>Interviews</u> Pre-med advisor Doctor (specialist) Physical therapy advisor Physical therapist <u>Practical, Self-help</u> Get job at a hospital Check with service (Uncle Sam) Set up class schedule <u>Review Occupational Literature</u> Doctor, dentist, physical therapist, osteopath, medical technologist, (see statistics about job market, salary ranges)	Written evaluation of the information in terms of my interests, aptitudes and personal characteristics. Oral report to the group of my progress in decision-making.

_____ Instructor

_____ Instructor

_____ Signed

_____ Dated

A CAREER DEVELOPMENT WORKSHOP FOR ECONOMICALLY DISADVANTAGED STUDENTS

Clarke G. Carney, PhD.

Center for Student Development

Kansas State University

American Psychological Association Hawaiian Convention

September 2, 1972

A CAREER DEVELOPMENT WORKSHOP FOR ECONOMICALLY DISADVANTAGED STUDENTS[1]

Clarke G. Carney

Kansas State University

The increasing diversity and change in American education and labor demand that high school and college students learn effective and efficient methods of making career decisions. For a large number of students these decisions are difficult and confusing, often resulting in their taking a negative view of themselves and the world around them. This is particularly true for economically disadvantaged students whose career patterns are shaped by many complex and, oftentimes, competing social-cultural forces.

Recently, state and federal governments have invested a considerable amount of their resources in establishing guidance programs to help the disadvantaged. Several studies (cited by Hansen, 1970) have shown that many disadvantaged students are responsive to well-planned structured programs designed to give them information about educational-vocational opportunities and the process of career development. Despite these generally favorable findings, however, the question must be asked, "Why do some disadvantaged individuals benefit from educational-vocational guidance and others do not?" The answer to this question has strong

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[1]Based on the author's doctoral dissertation entitled Anxiety in the Career Decision Process: An Experimental Test of Goodstein's Indecision and Indecisive Constructs. Department of Educational Psychology, University of Utah, Salt Lake City, Utah, 1972.

implications for developing and assessing future guidance programs aimed at helping disadvantage individuals in making their career choices.

Two concepts developed by Goodstein (1965) and expanded by Crites (1969) may provide the beginnings of an answer to this question. Goodstein identifies two types of vocationally uncommitted individuals. The first experiences career indecision. He cannot make a career choice because he lacks both the appropriate developmental experiences and the occupational information for making such a decision. Because of social pressure to make a choice, he may become quite anxious about his inability to choose a career. Providing him with experience in decision making and appropriate information should have three consequences: (1) he will be able to make a career choice, (2) his high level of anxiety will be reduced, and (3) he should show a substantial gain in his level of vocational maturity. In the disadvantaged population he may be seen as the person who benefits from the types of programs mentioned above.

The second vocationally uncommitted individual is described by Goodstein as being indecisive. Because of a high level of anxiety associated with personal-social conflicts, the indecisive person has a difficult time making any decision even though he may possess the information to do so. His anxiety is attributable to a variety of competing factors, including for the disadvantaged individual a conflict between the non-competitive values of his cultural group and the achievement orientation of the broader society. The indecisive person will not benefit by an exposure to relevant career information. Indeed, such an experience will only serve to make him more anxious because it will reactivate conflicts associated with

decision making. Accordingly, his low level of vocational maturity will not be affected by an exposure to relevant occupational information.

Using a modification of the experimental design developed by Crites (1969) and sampling from a population of vocationally undecided high school and college students, this investigation was undertaken to evaluate the empirical utility of Goodstein's (1965) indecision and indecisive constructs. This purpose can be describe by the general question: "Do the constructs of indecision and indecisiveness adequately describe disadvantaged individuals who experience difficulties in making a career choice?"

Research Design

The students were randomly assigned to treatment and no treatment groups prior to the initial testings. The workshop treatment was required of all Summer Aid and Neighborhood Youth Corps summer employees of the Ogden, Utah Office of Internal Revenue, including those who were vocationally committed prior to the experiment. The data for the vocationally decided students was eliminated from the data pool before statistical analyses were performed.

Of the remaining twenty-eight students used in this study, four were Caucasian, fifteen were Mexican-American, one was American Indian, and eight were Negro. Ten of the students were male and eighteen were female. The grade levels for the group ranged from high school freshman to college sophmore with the median age being eighteen years.

Three instruments were used in this study. They were: (1) the Career Assessment Form, CAF, (adapted from Goodson's, 1970, Student Information Sheet), a measure of career decidedness requiring respondents

to rate themselves on a continuum ranging from "no choice", to "tentative choice", to "final choice"; (2) the Vocational Development Inventory, VDI, (Crites, 1965), a measure of vocational maturity; and (3) the State-Trait Anxiety Inventory, STAI, (Spielberger et al, 1969), a measure of state anxiety, anxiety associated with specific transitory states, and trait anxiety, a general proneness to be anxious.

The University of Utah Counseling Center's Career Development Workshop for Entering New Students was used as the experimental treatment for this investigation. During the three hour workshop, the participants were involved in lectures, exercises, and discussions led by counselors from the University of Utah Counseling Center and the local State Employment Security Office. These procedures are designed to give participants three types of information; about the process of decision making, about themselves -- their interests, abilities, limitations, and values --, and about current educational-vocational trends in Utah. The workshop was presented in such a way that it would assist non-college bound as well as college bound students in actively exploring and setting their educational goals.

Due to the necessity for all students to receive the workshop treatment and difficulties associated with time committments, a three groups design that allowed all of the students to receive the workshop treatment at one time was developed. The resulting design is shown in Figure 1. As is shown in Figure 1, the tests were administered at one week intervals. The duration of the experiment from first testing to final testing was three weeks with the Career Development Workshop occurring on the same day as the second week's testing. The sequence of the administration of the different instruments is outlined in Table 1.

In the design shown in Figure 1 and Table 1 the first group (group 1) served as a control group. Students in this group were tested on all measures on two occasions separated by a one week interval. They did not receive the Career Development Workshop as part of this investigation.

The second group (group 2) served as the experimental group. It received an initial CAF testing during the first week but was not tested on the other measures. Several hours before they received the workshop treatment during the second week the students in this group were tested on the VDI and STAI. One week following the workshop students in group 2 were retested on all of the instruments.

The third group (group 3) was used as an additional control group testing for any reactive or sensitizing effects that might have occurred as a consequence of the initial VDI and STAI testing. Students in this group were given only the CAF during the first week's testing. They were not tested during the second week but were tested on all measures at the third week's testing.

The primary limitation of the design used in this investigation is that because the groups were tested at different intervals some control over history and maturation may have been lost. However, in questioning the students and their supervisors there did not seem to be any evidence to suggest that these conditions had differentially affected the three groups, especially with regard to the type or amount of occupational information they were exposed to.

Results

The first analysis determined if there were any significant differences between the three groups in their degree of career decidedness prior to the experiment. An ANOV was performed on the students' initial CAF scores.

The results of this analysis indicated that the groups were not significantly different in their degree of career decidedness at the beginning of the experiment.

The second analysis was the effectiveness of the Career Development Workshop as a treatment for vocational undecidedness. An ANOV of student gain scores from initial testing to retest was used in performing the analysis. The null hypothesis was used in this study because it was not known if a three hour workshop in career planning would produce any significant changes in the students' levels of career decidedness, vocational maturity, and state-and trait-anxiety. In null form, the hypothesis to be tested in analyzing student gain scores on the CAF was stated as follows:

1. There are no significant differences in the degree of career decidedness of students who experience the Career Planning Workshop and those who do not.

The results of the initial and retestings of the three groups on the CAF are shown in Table 2. The results of the gain score analysis of this data, shown in Table 3, indicated that although students who experienced the workshop treatment showed substantially greater gains in their degree of career decidedness than students who did not experience the workshop treatment, the differences between the groups were not statistically reliable. Thus, null hypothesis one could not be rejected. The data also show that the initial VDI and STAI testings did not produce a significant reactive effect on students' scores on the CAF retest.

The third set of analyses was performed to test the empirical utility of the indicision and indecisive constructs. The rationale in making these statistical comparisons required that subsequent to exposing

vocationally undecided students to relevant career planning information, two outcomes must obtain: First, students in the treated groups (groups 2 and 3) must show significantly greater gains in their degree of career decidedness after experiencing the workshop treatment than students who did not experience it. If they did not, then changes in their degree of career decidedness from initial test to retest would have to be attributed to factors other than the effects of the workshop treatment. Second, within the treated groups there would have to be some individuals who showed a gain in their degree of career decidedness and some who did not. Those showing a gain would be persons who had problems of indecision, but who were able to resolve them given appropriate information. Those not showing a gain would be persons with problems of indecisiveness since they were unable to move in the direction of making a career decision even though they had relevant information.

The failure to empirically demonstrate the effectiveness of the Career Development Workshop as a treatment for vocational undecidedness limits any inferences that can be made from subsequent tests of the validity of the indecision and indecisive constructs. However, on the basis of the evidence indicating that the groups who received the workshop treatment showed more substantial gains in career decidedness than the untreated group, it was decided to follow through on the tests of the indecision and indecisive constructs. Given the limitation noted above the evidence gathered in this way is regarded as exploratory rather than definitive.

The small number of students in the experimental group (group 2 of the first analysis) made a statistical comparison of the indecision and indecisive individuals within it unfeasible. On the basis of the

evidence indicating that no reliable differences existed between the groups on the CAF retest, the data of groups 2 and 3 -- both of which had experienced the workshop treatment -- were pooled to form one group. Students within the pooled group were then divided into indecision and indecisive groups using the criteria given previously. "t" tests of differences between the two groups composed in this way indicated that although the two groups were statistically equivalent on the initial CAF testing they were statistically distinct on the CAF retest. This suggests that the two groups can be viewed as being reliably different in their degree of career decidedness following an exposure to the workshop treatment.

Three null hypotheses were tested by "t" tests of differences between means in comparing the VDI data and STAI data of the indecision and indecisive groups. The critical region for all tests of significance was the .05 level.

The first null hypothesis to be tested in this way stated: There are no significant differences in the levels of vocational maturity of the indecision and indecisive groups. A comparison of the mean scores of the indecision and indecisive groups on the VDI retest, shown in Table 4, indicated that the direction of the differences between the two groups in their levels of vocational maturity was in accordance with Goodstein's (1965) model. However, the magnitude of the differences was not statistically significant. Thus, the null hypothesis could not be rejected. In comparing the standard deviations of the two groups, it appears that the indecision group was substantially less variable in its levels of vocational maturity than the indecisive groups.

The null hypothesis to be tested in the second comparison stated: There are no significant differences in the levels of state anxiety of the indecision and indecisive groups. The data of Table 5 reveals that although the direction of the differences between the indecision and indecisive groups on the STAI - state retest conformed to Goodstein's model, the magnitude of the difference was not statistically reliable. Consequently, the null hypothesis could not be rejected. As with the VDI, a comparison of the standard deviations of the two groups on the STAI-state indicated that the indecision groups showed considerably less variability in its levels of state anxiety than the indecisive group.

The third null hypothesis stated: There are no significant differences in the levels of trait anxiety of the indecision and indecisive groups. The results of the "t" test summarized in Table 6 indicate that this null hypothesis could not be rejected. As with the VDI and STAI-state data, the direction of the group mean differences was in accordance with Goodstein's model, however, the magnitude of the differences was not statistically reliable. Again, the indecision group showed considerably less variability than the indecisive group.

Discussion

The first segment of this investigation was designed to determine the effectiveness of the Career Development Workshop as a treatment for vocational undecidedness in a disadvantaged student population. From the results of the ANOV of CAF gain scores, it appears that the Career Development Workshop is not an effective means of treating vocational undecidedness in a disadvantaged student group.

Several factors may account for this result. First, the sample of students in this study cut across a broad range of educational, age, racial, and cultural characteristics. While a sample of this type may be representative of a broad spectrum of personal characteristics, its representativeness is also a limitation. There is evidence to suggest that individuals vary in their degree of career decidedness, vocational maturity, and state-and trait anxiety at different age and grade levels (Crites, 1965; 1969; Spielberger et al, 1971). There is also evidence indicating that individuals vary in their exposure to occupational information, work seeking skills, and vocational maturity according to their racial-cultural backgrounds (Borrow, 1966, Blum and Rossi, 1969; Crites, 1971; Hilaski, 1971).

This suggests that the workshop experience may not have been developmentally timely for a substantial portion of the students. It also suggests a need to develop a better understanding of the career development processes of individuals in different racial and cultural groups. Once this new normative data is available we may be able to make more meaningful assessments of the effects of different career planning treatments.

A second concern raised by this study is that of how the condition of the workshop presentation affected the motivational set of the student participants. The workshop was presented as part of the students' summer work experience with the possible consequence that they may have seen their participation as being involuntary. This raises the question of how individuals respond to such conditions. Do they respond by active personal involvement or do they view it as a necessary but not personally relevant part of their work experience? The evidence from

this investigation suggests a strong need to consider these questions and to take the answers into account in planning future programs of this type.

Third, as it was presented in this study, the Career Development Workshop was of a one-shot form. Given the developmental nature of the career decision process, a more appropriate and effective format may be a series of workshops conducted over a protracted period of time which take into account the cultural-developmental characteristics of the recipients.

The second segment of this investigation attempted to answer the general question: "Do the constructs of indecision and indecisiveness adequately describe disadvantaged individuals who experience difficulties in making a career choice?"

None of the statistical comparisons yielded significant differences. However, close inspection of the data suggests possible merit to the indecision and indecisive constructs when applied to a diverse sample of vocationally undecided disadvantaged students. In all comparisons the direction of the differences between the means of the indecision and indecisive groups was in the predicted direction. Thus, the trend of the data conformed to Goodstein's (1965) model. The indecision group exhibited greater vocational maturity and less state-and trait-anxiety than the indecisive group.

On each of the dependent measures, the indecision group showed substantially less variability than the indecisive group, suggesting that individuals who show an increase in their degree of career decidedness subsequent to experiencing the workshop treatment constitute a more homogenous group than those who do not show such a change. Thus, in

accordance with Goodstein's model, individuals can be divided into indecision and indecisive categories after an exposure to occupational information. However, the differences between the two groups may be better assessed by pre-post comparisons of differences between variances than by tests of differences between means at post-test.

These findings indicate that future treatments for vocational undecidedness must be oriented toward the particular needs of the recipients. In some situations, it is better to treat the problem of vocational undecidedness as though it stemmed from information and skill deficiencies. In others, the personal-social concerns of the individual must be dealt with before vocational exploration is undertaken. What is needed now is a way of determining which form of difficulty is being experienced prior to treatment rather than after treatment as was done in this study.

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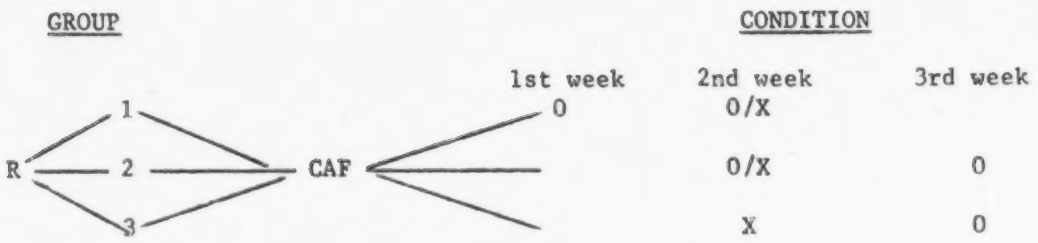

Figure 1. Three groups design used in this study

Note: The workshop was given on the same day as the testing for groups 1 and 2

CAF = Career Assessment Form
R = random assignment to groups
O = test observation
X = workshop treatment

TABLE 1

Testing Sequence Used in this Investigation.

Group	1st Week	2nd Week	3rd Week
1	CAF, VDI, STAI	CAF, VDI, STAI	_____
2	CAF	VDI, STAI	CAF, VDI, STAI
3	CAF	_____	CAF, VDI, STAI

TABLE 2

Data of the Initial and Retestings of Groups 1, 2, and 3 on the Career Assessment Form

		Initial Test			Retest			Difference
Group	Condition	N	$\bar{X}$	σ	N	$\bar{X}$	σ	$(\bar{X}_2-\bar{X}_1)$
1	no workshop	11	3.09	0.99	11	3.45	1.16	+0.36
2	workshop	7	2.86	1.84	7	3.54	1.40	+0.68
3	workshop	10	2.00	1.00	10	2.80	1.53	+0.80

TABLE 3

Results of a "gains" Analysis Comparing Groups 1, 2, and 3 on the CAF.

Source	SS	df	MS	F
Total	40.68	27	___	
Between	1.10	2	0.55	0.33*
Within	39.58	25	1.67	

*$p > 0.20$

TABLE 4

Results of a "t" Test of Differences Between the Indecision and Indecisive Groups on the VDI Retest.

Group	N	$\bar{X}$	σ	"t"
Indecision	8	32.63	3.15	0.93*
Indecisive	9	28.89	7.66	

*df=15 P>0.15

TABLE 5

Results of a "t" Test of Differences Between the Indecision and Indecisive Groups on the STAI-State Retest.

Group	N	$\bar{X}$	σ	"t"
Indecision	8	86.26	6.02	1.46*
Indecisive	9	93.78	14.57	

*df=15 P>0.10

TABLE 6

Results of a "t" test of Differences Between the Indecision and Indecisive Groups on the STAI-Trait Retest

Group	N	$\bar{X}$	σ	"t"
Indecision	8	75.50	6.60	0.97*
Indecisive	9	81.33	16.06	

*df=15 P>0.15

PARTICIPANT'S MANUAL

****

CAREER EXPLORATION

WORKSHOP

Prepared by:
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MILLIES' ANALGESIC TEST (MAT)

1. APA : Sodom and Gomorrah :: hustling : (a. Mother McKreedy, b. Hawaii, c. BVD, d. rustling)

2. APA : Division 17 :: AMA : (a. Family Practice, b. Proctology, c. Podiatry, d. Ophtamology)

3. Psychotherapy : Career Counseling :: Raquel Welch : (a. Margaret Rutherford, b. Goldie Hawn, c. Ali McGraw, d. Ruth Buzzi)

4. statistics : research :: pain : (a. drudgery, b. action, c. confusion, d. sex)

5. theory : counseling :: manure : (a. interpersonal, b. verbal, c. shovel, d. convention panels)

6. student : teacher :: humble : (a. holy, b. pompous, c. learning, d. father)

7. truth : theoretical position :: ex cathedra : (a. Ellis, b. Rogers, c. Freud, d. Dr. Ecclectic)

8. publishing : perish :: pollution : (a. promotion, b. passion, c. poverty, d. prevention)

9. counselor : Dean of Students :: (a. II Lieutenant, b. secretary, c. janitor, d. cook) : general

10. training : performance :: Hoyle : (a. toil, b. boxing, c. cards. d. relationship)

See answers and interpretation on attached sheet.

MAT ANSWERS

1. b; 2. a, b, c, or d; 3. a, b, c, or d; 4. a, b, c, or d; 5. c; 6. b;

7. a, b, c, or d; 8. a, b, c, or d; 9. a; 10. c; 11. d

If you scored from:

1 - 2 You should think about bartending as a career choice.

3 - 4 You can be a counseling psychologist if you can leap a tall building in a single bound.

5 - 6 You can be a counseling psychologist if your mother is Spiro Agnew and you can produce two letters of recommendation saying you are a "nice" person and like to work with people.

7 - 8 You can be a counseling psychologist if you have been guaranteed a job as a counselor if you get a degree. To prove you have been promised the job by your college president (or community mutual health director or V.A. hospital administrator) you must demonstrate excellent clerical skills, a losing athletic team or that you were poor at your previous job.

9 - 11 You can be a counseling psychologist if you can provide a transcript with a 4.00 GPA in a strong experimental psychology or premedical curriculum. You are disqualified if you have ever held a job other than teaching.

PROGRAM INVOLVEMENT INVENTORY

T	F		
( )	( )	1.	I tend to try new procedures rather than discount them.
( )	( )	2.	I tend to take responsibility for my own learning.
( )	( )	3.	I tend to laugh at my own mistakes.
( )	( )	4.	I tend to listen discriminately to what I hear and its relevancy for me.
( )	( )	5.	I value movement in others and expect it of myself.
( )	( )	6.	I am willing to take risks in new situations.
( )	( )	7.	I tend to devalue non-research activities.
( )	( )	8.	I am willing to alter my expectancies when I learn others have different expectations.
( )	( )	9.	I tend to be an active learner rather than a passive learner.
( )	( )	10.	I am concerned about finding new approaches to my counseling tasks.

See answers and interpretation on attached sheet.

PROGRAM INVOLVEMENT INVENTORY

ANSWERS

1. T; 2. T; 3. T; 4. T; 5. T; 6. T; 7. F; 8. T; 9. T; 10. T

Judge your likely participation in this program as follows:

1 - 3 Perhaps this program is not for you. You may slip quietly out.

4 - 6 You may be ambivalent about this type of program. Perhaps you may want to observe.

7 - 9 You are the type who can participate in a program like this, but you may be a little uncomfortable doing it.

10 Your answers have implied a committment to fully participating in your own learning in material typical of that we will present. Thank you for coming.

ROLE STRIPPING

(1). List, in rank order, the three most important (to you) roles or functions that characterize your activities as a counseling psychologist (e.g., practicum supervisor, psychotherapist, vocational researcher).

_____

_____

_____

(2). "Strip" or eliminate the last or bottom role from your life. Write what losses your would experience, both in activities and emotional response.

_____

_____

_____

_____

(3) and (4). Repeat the task above for each of the remaining roles.

(3)_____

_____

_____

(4)_____

_____

_____

PERSONAL VALUES

Values:

Responsibility	Pleasure
Prestige	Honesty
Knowledge	Security
Health	Influence
Wealth	Nurturance
Security	Family
Creativity	Risking
Control	_____
_____	_____
_____	_____

Dr. Harris has just completed his sixth year at Walden College. During that time he has worked as a counseling psychologist and an associate professor of psychology. He counsels approximately half of his time and spends the rest teaching undergraduate courses in personality theory or supervising counseling interns who have been placed at his center by a nearby university. Dr. Harris enjoys his situation at Walden. Last year he received the award for one of the five outstanding faculty members. Also, the college is in a rural area and has allowed him to develop a varietybof leisure time activities related to camping, canoeing and nature photography which he enjoys a great deal.

However, several events have occurred recently that may alter his life. First, the Counseling Center is to become part of a larger student development center that will incorporate various functions in addition to counseling (i.e., activities programming, placement, financial aids). The person who has been selected to act as administrator for the new center, while a competent manager, has been primarily functioning in a non-student personnel role and has had little experience in counseling. How he will restructure the counseling functions is unknown at this time. A second set of events include two job offers. The first of these was extended by a colleague in the English Department who has recently been made president at a junior college in one of the urban areas of the state. This colleague has asked Dr. Harris to join him as Dean of Students at this college. Because of heavy state legislature commitment to the junior college concept and numerous federal grants, the new college is financially healthy and Dr. Harris' salary will be significantly higher than the one he is currently earning. Another job opportunity has come from a large community mental health center which has recently opened a research laboratory in group therapy. They have asked Dr. Harris to direct this lab because he has published several texts and numerous articles in the area of group counseling. This opportunity, which also affords a substantially greater salary, means that Dr. Harris could spend a majority of his time in the type of research activities he enjoys. However, it would mean that he would have very little opportunity for actual counseling or teaching.

Suggest what Dr. Harris should do:

_____

_____

_____

Indicate what values this implies:

_____

_____

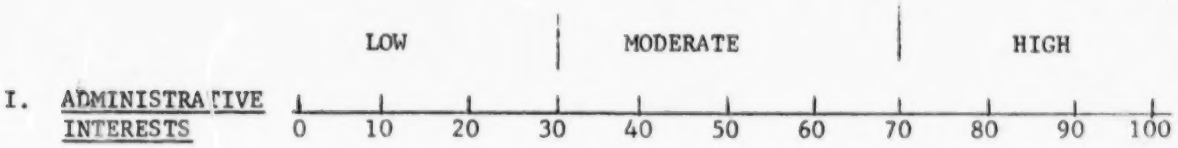
_____

List two professional activities or functions you have performed in the last month (e.g., "I wrote a test report," "I presented a paper," "I read a journal.") List values represented by or reasons why you valued those activities.

Activity:	Values or Reasons:
_____	_____
_____	_____

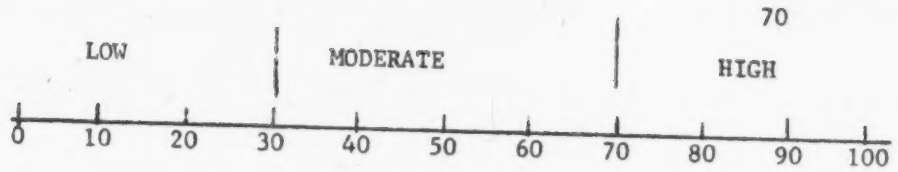
EXPRESSED INTERESTS

DIRECTIONS: For the following four areas, rate yourself as to your general level of interest in each area. Examples of possible activities and job titles are presented to help you in estimating your interests. You may wish to rate a particular area high because (1) you feel very strongly about one activity or job title or (2) you feel you like many of the activities or job titles.



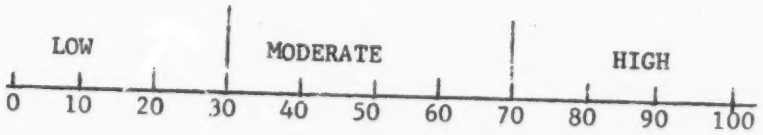
ACTIVITIES	TITLES
I would like to: (a) promote organizational programs (b) Make out budgets (c) interview people for jobs (d) facilitate staff morale (e) supervise others (f) read business or administrative methods magazines (g) develop managerial systems (h) have power and prestige (i) be responsible for the work of others	Vice President, Student affairs Dean of Students Administrative Director, Community Mental Health Center Manager, Employment Secrity Office University Examiner Head, Veterans Counseling and Testing Activity Personnel Manager Dean of Continuing Eduation Assistant Secretary, HEW Vice-President, Academic Affairs Head of Division, Office of Education School Superintendent

II. COUNSELING INTERESTS



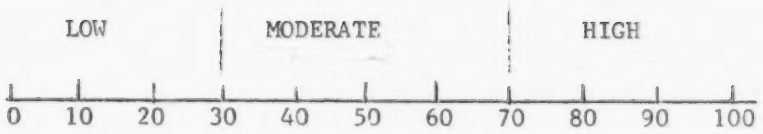
ACTIVITIES	TITLES
I like to: (a) read case studies (b) write clinical reports (c) work with emotional people (d) analyze people's motives (e) become involved in case conferences (f) listen to people's problems (g) be involved in intimate relationships (h) administer and interpret tests	Vocational Counselor Learning Skills Specialist Marriage Counselor Psychotherapist School Psychologist Personal Counselor Group Leader Private Practioner Clinician

III. RESEARCH INTERESTS



ACTIVITIES	TITLES
I like to: (a) study living organisms (b) engage in scientific hobbies (c) design experiments (d) see relationships between people and their environment (e) make statistical charts (f) read technical articles (g) tabulate data (h) develop experimental apparatus (i) author technical reports (j) evolve psychological theories	Statistician Experimental Psychopathologist Social Psychologist Epidemiologist Behavioral Scientist Job Analysist Life Scientist Personnel Researcher Learning Theorist Social Scientist

IV. TEACHING INTERESTS



ACTIVITIES	TITLES
I like to: (a) share information (b) prepare and deliver lectures (c) supervise learning experiences (d) act as a model (e) read professional journals (f) lead class discussion (g) prepare instuctional materials (h) develop and grade tests (i) write educational articles	Professor College Teacher Department Chairman Learning Coordinator Instructor

IV. If you have indicated high interests in all the areas, list the percentage of your time you would like to devote to each activity.

Area:	Percentage:
Administrations	_____%
Counseling	_____%
Research	_____%
Teaching	_____%
	100 %

ACTION STEPS

1. Using some of the data you have generated about yourself, establish a professional goal you would like to reach in the next five years. Examples of possible things could include:

   (a) Writing a book or article.
   (b) Initiating a research project.
   (c) Seeking a new job.
   (d) Developing expertise in marriage counseling.

   List your goal(s):

   _____

   _____

   _____

2. Identify what may be problems, "roadblocks" or reasons why it would be difficult for you to reach this goal:

   _____

   _____

3. List a series of potential action steps which would facilitate your achieving the goal. Vague action steps such as "I will work harder" are not acceptable. Be specific as to behaviors you will display (e.g., "Starting fall quarter, I will schedule two hours daily for a literature review.").

   _____

   _____

   _____

4. Evaluate what this goal will mean for the other phases of your life situation (e.g., family, leisure time, etc.).

   _____

   _____

   _____

5. Specify what activities, relationships or contingencies you could develop that would insure your participation in the action steps moving towards your goal (e.g., "Each time I write one chapter, I will buy a new golf club." "I will ask a collegue to become involved in the project with me.").

   _____

   _____

   _____

6. Indicate how you will evaluate when you have reached your goal.

_____

_____

_____